

Sevastopol School District: Student Support Team (SST)

SST Process and Responsibilities

Step 1: The teacher has identified concerns and informs the principal and director of pupil services.

Step 2: The teacher contacts the family and informs parents/guardians of their concerns and of the steps (below) the school has in place to support their child.

The bulleted list are conversation points for teacher to explain to parents the SST process and to seek permission to proceed with the SST.

- The teacher will inform the parents of *Sevastopol's Student Support Team (SST)*. The SST is comprised of the *principal, pupil services director, special education teacher, referring teacher, reading specialist* (if reading is a concern), and *school counselor* (if behavior is a concern). The SST specifically discusses student concerns and decides what classroom-based interventions will be implemented to measure success within a determined timeframe.
- After the initial SST meeting, teacher contacts home to explain the specific classroom accommodations/modifications that he/she will implement to address concerns.
- The SST team collects data for six weeks (or according to the intervention) and then meets again to discuss if a next step is necessary.
- If no improvement is seen after the intervention the SST team could possibly consider referral for a special education evaluation.

Step 3: Teacher completes the SST paperwork (located on website under teacher resources) and organizes an SST meeting to decide what interventions will be implemented and to begin data collection. When the meeting occurs, it is the referring teacher responsibility to designate a scribe to record the meeting notes for every meeting. In addition, the referring teacher sets the date to the next meeting.

Step 4: The teacher contacts the parent/guardian with the specific intervention plan after the initial SST meeting.

Step 6: If no progress is made through the SST intervention, the teacher can request and complete the referral form located in the pupil services office. It is also a courtesy to contact the parent/guardians to let them know a teacher has referred their child's for potential special education evaluation or services .

Step 7: The pupil services administrative assistant informs the director of pupil services of the referral. The pupil services director reviews the referral and contacts the special education teacher who begins the special education evaluation process.

**The director of pupil services will always be available to answer question, concerns and to assist to facilitate the routine. Sevastopol has a process that is effective and ensures that all special education referrals are implemented using the same method to fidelity.*